

**SUPPORTING INDIVIDUALS
AND THEIR FAMILIES IN
MAKING CHOICES**

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Statement of Purpose

Supporting Individuals and Their Families in Making Choices training will provide participants with a foundation for, and method of, assisting individuals and their families in making person centered choices. This training will enable staff to:

- Recount the negative consequences of not offering choices
- State the rationale for offering choices and including individual and family input
- Define the components of self-directed, team approach services
- Recognize areas of life where choices can be demonstrated
- Recognize barriers and methods to overcome those barriers

II. Time Frame: 2 hours

III. Methodologies

A variety of methodologies may be used to teach this material:

1. Role play
2. Active discussion
3. Group exercises with case studies
4. Discussions of personal accomplishments and how they were obtained

IV. Outcomes/Competencies

- A. Staff will be able to list the negative consequences of not offering choices and state the rationale for offering choices and including family input**
1. Discuss the historical move the field has made in addressing people with developmental disabilities and the differences in moving from institutions to community.
 2. Discuss what part families and advocates have made in making changes in how the field has changed.
 3. What does self-direction mean to you? How are you self-directed?
 4. Discuss choices people make in the areas of food, activities, chores, social, and health.
- B. Staff will define the components of self-directed, team approach services**
1. How does person- centered planning differ from program centered planning?
Examples: planning for you vs. planning with you
 talking about you vs. talking with you
 you live where you choose and with whom
 2. Discuss who would make up a member of the team. How are they chosen? When should the decision be made for a person not to participate?
- C. Staff will list multiple team players and prioritize factors to consider when facilitating the decision making process**
1. Discuss techniques to assist the consumer in directing the course of their own meeting.
 2. Where do the parents fit in the decision making process?
 3. How do you advocate for the consumer, while respecting parents, if they have differing views from their adult child?
 4. How to balance what professionals feel the consumer needs and what the individual wants?

D. Staff will list areas of life where choices can be demonstrated

1. Have each person write down things they made choices about in the past month. Discuss how the choices effected their life and how they would feel if someone else made those decisions for them.
2. How will you assist the consumer to achieve a goal that you may feel is either not appropriate or unattainable?

E. Staff will recognize barriers to choice and methods for resolving them

1. Using examples from the following list, discuss ways to overcome what maybe perceived as a barrier:
 - Tradition (fear of change)
 - Consumer's limitations
 - Fear of risk or permanent harm
 - Hidden agendas
 - The myth of "helpless me"
 - Being pioneers

Resources for Supporting Individuals and Their Families in Making Choices Training

George H.S. Singer, Ph.D., Laurie E. Powers, Ph.D., and Ardis L. Olson, M.D., *Redefining Family Support*, contact Paul H. Brookes Publishing Co. (custserv@pbbrookes.com)

Thomas H. Powell, ECLD. and Peggy Arenhold Gallagher, Ph.D., *Brothers and Sisters*
A Special Part of Exceptional Families, contact Paul H. Brookes Publishing Co. (custservC@pbbrookes.com)

**SUPPORTING INDIVIDUALS AND THEIR FAMILIES
IN MAKING CHOICES
POST TEST**

Name: _____ Date: _____

1. Circle anything below which indicates self-directed outcome:
 - a. person is happy about where they live
 - b. person has natural rhythm and routines in their life
 - c. person is compliant when it is chore time.
 - d. person has friends
 - e. person is a full citizen within their community
 - f. person initiates a change when they are no longer satisfied

2. Circle all items which are person centered rather than program centered:
 - a. planning is with the person instead of for the person.
 - b. people talk with the person rather than about the person.
 - c. the person is in control and has the team's support rather than "approval"
 - d. the person decides what they want and the team helps the person to achieve that outcome.
 - e. the plan changes along with the person's desires as well as their needs.

3. Match up one from column A with one from column B, which shows the significance of the role with the title of the team player:

A	B
most important "expert" on the team	behavior consultant
life long advocate	service coordinator
well acquainted with daily routine	individual being served
Offers expertise in a particular area but may not know the person intimately	staff person
Has expertise in where to get services, but may not know the person intimately	family member/parent

4. List three major areas of life where including individual and family choice is critical.

5. Provide possible strategies to address the following barriers. Tradition! fear of change

An individual's limitations

Fear of risk or harm

Hidden agendas

Myth of helplessness

Score/Comments:

Instructor: _____ Date: _____